



Lesson Plan for Implementing NETS•S—Template I (More Directed Learning Activities)

Template with guiding questions

Teacher(s)

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Grade Level(s)

10-12

Content Area

World Languages

Time line

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Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

The content area standards for Cultural Awareness provide that the students should be able to discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature through a variety of media including video, audio, visual aids, and written exchanges. Use critical thinking skills to compare and contrast the target culture with their own, providing examples to demonstrate comprehension by recognizing and discussing local, regional and national differences in the countries where the target language is spoken. The students should be able to formulate, plan and organize information in a cohesive manner illustrating the commonalities and differences of the target culture with their own. There are connections with Art, Social Studies, Math, and English.

Content Standards

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. (1d)

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (2b)

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. (3a)

The students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. (3b)

NETS*S Standards:

Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. (4b)

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

The lesson is a mid-point AP Spanish performance-based assessment for the students to demonstrate their knowledge on how to compare and contrast their culture with a target language culture. The students will work in groups of three and be assigned one of three different target language countries. The students will be conducting research in three different cultural topics for each of the countries that they choose. Students will collaborate conducting research on the country's music, food, and holidays. Each student in the group will be assigned one of the three subjects, however, they will have to collaborate in overlapping themes. The students will be provided with several pre-approved websites where they will conduct their research on each of the topics. The students will have to answer the essential questions for each topic and collaborate during their research. The expected products will be a choice for the students, they can create a PowerPoint presentation where they will present live to the class, create a "news" style video where the presentation is pre-recorded and then played for the class or create a website with weebly.com for the classmates to follow along with their presentations. All the final products must include: an embedded Adobe Spark video of the cultural themes, one Flip grid video of the topic of their choice, and they must collaborate using Google Docs and share with the teacher for supervision and feedback on their work.

Essential Questions (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple "yes" or "no" and should have many acceptable answers.

Music Research:

What are the country's native music from different ethnic groups? How does this resemble/differ from your own?

How does music resemble the country's societal status? Discuss the similarities to your own cultural music and it's resemblance to your societal status.

Food Research:

How do the eating habits of the country you are researching differ and/or resemble your own?

Holidays:

What are the most important holidays of the country you are researching? How do these compare with the holidays celebrated in your culture?

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

To illustrate their learning, the students will provide to the teacher a list of the information that is relevant to the task to the teacher within 24 hours of the task being assigned. This should be content appropriate and address each of the essential questions to be discussed. In order to generate new knowledge, the students will peer assess each of the teams with a self and peer rubric (attached). Student progress will be assessed daily with them sharing through Google docs the research in real time, the teacher will go into each of the groups document and revise and provide feedback as needed. The products are differentiated by the students having a choice on what the final product will be. They have the choice to produce a PowerPoint of their work, a video "news" style or a website for the class to follow along with their devices. The final product will be assessed with a teacher provided rubric (attached).

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

The students will be using technology from the beginning of the project to the final product. In order to prepare for their task, students must collaborate digitally through Google docs embedding the information for each of the tasks. They must also collaborate in the creation the final product, this collaboration is imperative for the success of the task. The students then must create an Adobe Spark video of their theme that relates to the other two tasks in the group. Also, the students will create a Flip grid video as a group to illustrate each of their themes. During the creation of the video, the students will collaborate and display creative and critical thinking on what should be included in the short video. The students will be provided with pre-approved research sites that encompasses all the assigned topics of the task. For example, the website <https://www.britannica.com/> information valuable for this project. Students will receive several websites to conduct their research. The students will be required to watch YouTube videos on topics they need to complete their final product. I will create some videos to embed on Canvas for the students to have during the task creation. The students must know how to visit YouTube and search for the assigned videos, Canvas knowledge, PowerPoint, Smartphone video technology.

Instructional Plan

Preparation (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

From the beginning of the unit, the students have been experiencing cultural comparisons tasks with other target language cultures. This gave them the foundation to pursue their own investigation because the task was modeled by the teacher in several lectures, mini-projects and presentations. The students possess the skills necessary to perform this task. Also, we have practiced using the Web 2.0 tools required for the assignment in tandem with the strategies expressed above. However, in the event that any student needs to troubleshoot, needs further assistance, the core of the project is to have the students collaborate and support each other in this task. Once these strategies are fulfilled and further assistance from the instructor is needed, then the teacher will step in and assist the group.

I found out that the students have this foundation because we have done several formative assessments prior to assigning this project. The students have come for tutoring, as needed, for further instruction on how to develop the project utilizing these Web 2.0 tools. If frustration occurs because of the internet not working properly, device malfunction, or any technical difficulty, the teacher will reassure the students that their time will not be penalized because of this issues out of our control.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

The students will be divided into groups of three, this will help minimize distractions that may arise when bigger groups are working together. We will be using one of the computer labs because this is a secluded setting with no distraction. This lab is equipped with 30 computers and a touch screen board. At the beginning of the lesson, the teacher will explain the task that they must achieve during class time and monitor the students in person and digitally through Google Docs. Since we have not yet received the 1:1 student device, the students will work on this project in class, also because collaboration is part of learning process, the students must be logged in at the same time and class time provides the opportunity for all of them to be working in tandem. Internet service at school is reliable, however, if there is a disruption on service the students will practice their presentation with their notes. The students are familiar with most of the internet tools needed for the task, and in the event that some may not, the videos provided by the teachers will be a way for them to refresh their knowledge.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

The lesson includes several research-based strategies. Students will be immerse in a high LoTi level lesson because the technology environment is extremely technology rich and they will be able to use technology that is efficient and appropriate for the specific task. The students will be assuming the role of researchers while performing the task. The students will pursue and be required to meet the World Language standards of Cultural Awareness while performing the task in a technology rich environment. The students will utilize technology tools to conduct their research, prepare the final product while collaborating during the development stage of the project through a variety of approved Web 2.0 tools such as Adobe Spark, Google Docs, Canvas and Flipgrid. The students must use these tools to collaborate throughout the process of completing the task. The teacher will be a guide, collaborator and co-learner since the final outcome of the task is not a predetermined right or wrong answers. The teacher is more of a facilitator, to support the students with technology issues rather than extremely content driven. The task is driven by higher order of thinking since the students will analyze their problem and come up with the best solution for the task. The students will be doing this by deciding and selecting what are the most important factors that guide their research, select the most interesting parts of the cultural concept they are assigned and develop their product in a creative and engaging manner. The students will self-evaluate and peer evaluate to provide feedback to the whole group. The students will also take the roles of producers, since they are to come up with the best way to present their project to the class, between a PowerPoint presentation, a video recording or a weebly.com website so the class can follow along with their lesson. The students will be immerse in authentic cultural research of the country they will be presenting.

Differentiation (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

Differentiation comes in the form of the students having a choice of selecting what aspect of the culture they will research. The options include the music of the culture, the food and nutrition and holidays and celebrations. Students can choose based on their own interest how they are going to develop their topic, while collaborating with each other. The other form of differentiation is when the students decide how they will present their topic. They have a choice of a variety of media to develop and present their project in a manner that is most effective to their levels and talents. The groups will have the opportunity to develop their language acquisition skills throughout the development of the project. They will be able to use online dictionaries, those who need it, translation tools and previously learned material to aid in the completion of the task.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?)

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

There will be a closing event when the students present their project to the entire class. The students will be asked to reflect on their work by using the attached self-assessment rubric and also to provide feedback to peers using the peer-feedback rubric. I will find out if the students found the lesson meaningful by asking them individually, holding a one-on-one conference with the student by going over the three rubrics. The teacher task rubric for grading, the peer-feedback rubric and the self-assessment rubric. This lesson was effective because the student have the opportunity to learn beyond their own community and become global citizens/digital citizens in the process. Success/challenges will be determined based on the rubric criteria, conference with the students and peer feedback.

I would teach this lesson differently by having more videos of cultural researchers for the students to share and view. I would include more focus on sub-cultures and how these influence the dominant culture or diverge from the dominant culture. I would include the roles of women and minorities as a criteria for the rubric.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

Since this was the first time that this lesson was developed, I will use the students' work for future generations of students as templates and exemplars. I believe this will minimize the frustration since other students have achieved the goal. I will spend more time including more Web 2.0 tools in other lessons so this major project becomes seamless and more engaging by not having to troubleshoot too much during instruction and research time.

My name: _____
My Task _____

Self-Assessment Guide: Oral Presentation

Use the following descriptions to assess your oral presentation. Listen carefully to what you said. Give yourself constructive feedback that focuses on the descriptors below.

Speaking Assessment Criteria*

1. Task completion

- I clearly understand and answer the question prompt.
- I show that I understand well the cultures of the Spanish-speaking world using details and examples.
- I clearly compare and contrast the culture in which I live with the cultures of the Spanish-speaking world; I do not merely give a summary of both cultures.
- My presentation is organized; I do not ramble or jump from topic to topic.
- I use transitional elements or cohesive devices (primero, además, en contraste, en conclusión, etc.).
- I speak for two minutes.

Feedback: _____

2. Language Control

- My language is fully understandable; small errors do not impede communication.
- I use a variety of vocabulary and *idiomatic expressions* (phrases that do not translate literally from one language to another).
- I use good grammar, *syntax* (correct word order in sentences) and *usage* (correct word choices).
- I use formal language and avoid using slang or casual language.
- I have good pronunciation and *intonation* (tone when making statements, exclamations, commands, asking questions, etc.)
- I use clarification or self-correction when necessary to make my presentation more understandable.

Feedback: _____

*Descriptions are summarized from the AP Spanish Language and Culture Curriculum Guide, Fall 2013.

Name of person who evaluated my presentation: _____

Peer Assessment Guide: Oral Presentation

Use the following descriptions to assess your partner's oral presentation. Listen carefully to what he/she says. Give him/her constructive feedback that focuses on the descriptors below.

Speaking Assessment Criteria*

1. Task completion

- My partner clearly understands and answers the question prompt.
- My partner shows that he/she understands well the cultures of the Spanish-speaking world using details and examples.
- My partner clearly compares and contrasts the culture in which he/she lives with the cultures of the Spanish-speaking world; he/she does not merely give a summary of both cultures.
- My partner's presentation is organized; he/she does not ramble or jump from topic to topic.
- My partner uses transitional elements or cohesive devices (primero, además, en contraste, en conclusion, etc.).
- My partner speaks for two minutes.

Feedback: _____

2. Language Control

- My partner's language is fully understandable; small errors do not impede communication.
- My partner uses a variety of vocabulary and *idiomatic expressions* (phrases that do not translate literally from one language to another).
- My partner uses good grammar, *syntax* (correct word order in sentences) and *usage* (correct word choices).
- My partner uses formal language and avoids using slang or casual language.
- My partner has good pronunciation and *intonation* (tone when making statements, exclamations, commands, asking questions, etc.)
- My partner uses clarification or self-correction when necessary to make his/her presentation more understandable.

Feedback: _____

Cultural Research Rubric - Independently

Standard: _____

Criteria The Student:	20 Exceeds the standard	18 Meets the standard	16 Developing the standard	14 Approaching the standard	Score
Task Completion	Superior Completion of the task; content appropriate; ideas well developed and well organized.	Completion of the task; content appropriate; ideas adequately developed.	Partial completion of task; content mostly appropriate; ideas underdeveloped.	Minimal Completion of the task and/or content frequently inappropriate.	
Comprehensibility	Speech readily comprehensible; requiring no interpretation on the part of the listener.	Speech Comprehensible; requiring little interpretation on the part of the listener.	Speech mostly comprehensible; requiring interpretation on part of the listener.	Speech barely comprehensible.	
Vocabulary	Rich use of vocabulary that incorporates current and previously learned vocabulary.	Adequate and accurate use of vocabulary for this level.	Somewhat adequate and/or accurate use of vocabulary and too basic for this level.	Adequate and/or accurate use of vocabulary.	
Language Control	High Control of highly practiced language structures, verb conjugation, idiomatic expressions.	Emerging control of basic language structures.	Emerging use of basic language structures.	Inadequate and/or inaccurate use of basic language structures, verb conjugations and idiomatic expressions.	
Understanding the Target Culture	Demonstrate understanding of the target culture despite a few minor inaccuracies.	Demonstrate Some understanding of the target culture despite several minor inaccuracies	Demonstrate Basic understanding of the target culture despite several inaccuracies	Demonstrate Limited understanding of the target culture several major inaccuracies	

Total Points: _____/100